

## Design & Technology Curriculum Overview

<b>Reception</b>	<b>Related Early Learning Goal: Being Imaginative and Expressive - Creating with Materials</b> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>- Share their creations, explaining the process they have used</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		
	<b>Design:</b> Adapt their construction to achieve a desired outcome. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Draw inspiration from the work of others as starting points or to improve their own work, e.g. designers.	<b>Make:</b> Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. Produce more detailed model representations and discuss the features they have included. Show confidence in early making techniques.	<b>Evaluate:</b> Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".
	<b>Food Technology</b> Practical Food Skills: Pull (e.g. pick grapes from vine/bunch) / Crush (e.g. potato masher and fork) / Peel (fruit snacks) / Shape (play dough and pastry skills) / Mix (loosely combine ingredients) / Spoon (spoon ingredients between containers) / Measure (count ingredients) / Cut-out – ingredients with a cutter (play dough and pastry) / Tear (plants and herbs) / Cut (soft foods and play items with a butter knife) / Follow (step by step instructions) / Carry Out (instructions with support).		
	<b>Connections to Other Early Learning Goals:</b> <ul style="list-style-type: none"> <li>- <b>Communication and Language – Listening Attention and Understanding:</b> Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- <b>Communication and Language – Listening Attention and Understanding:</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>- <b>Communication and Language – Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- <b>Communication and Language – Speaking:</b> Offer explanations for why things might happen</li> <li>- <b>Physical Development – Fine Motor Skills:</b> Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul>		

## Projects On A Page

	Autumn	Spring	Summer
<b>Year 1</b>	<p><b>Food: Preparing Fruit &amp; Vegetables – skills only</b></p> <p><b>Science link – Plants – what can we eat? fruit &amp; veg</b></p> <p><i>(The Greenhouse? - fruit &amp; veg shop, Midhurst)</i></p>	<p><b>Mechanisms – Slides &amp; Levers</b></p> <p>Designing, making and evaluating a moving storyboard to retell a fairy tale to the class.</p> <p><b>Link to English: fairy tales/storytelling</b></p>	<p><b>Freestanding Structures</b></p> <p>Designing, making and evaluating a strong chair for Baby Bear</p> <p><b>Forest school link</b></p>
<b>Year 2</b>	<p><b>Food: Preparing Fruit &amp; Vegetables</b></p> <p>Designing, making and evaluating a fruit snack for a class picnic</p> <p><b>Finished product – English explanation writing (recipe)</b></p> <p><i>Poss link to computing – Digital Photography</i></p> <p>Science link: Animals incl Humans (nutrition)</p> <p><i>(Cowdray Cafe/Chef?)</i></p>	<p><b>Textiles: Templates &amp; Joining</b></p> <p>Designing, making and evaluating a puppet to perform a play</p> <p><b>Science link: Materials</b></p> <p><b>Puppet – Australia link? - Geog</b></p>	<p><b>Mechanisms: Wheels &amp; Axles</b></p> <p>Designing, making and evaluating a small-wheeled trolley that will carry tools to use in the school garden or for a character in a story</p>
<b>Year 3</b>	<p><b>Food: Healthy &amp; Varied Diet – skills only</b></p> <p>Designing, making and evaluating a bread-based product</p> <p><b>Science link: Animals incl Humans (classifying &amp; nutrition)</b></p> <p><i>(Midhurst Bakery?)</i></p>	<p><b>Shell Structures (incl. CAD)</b></p> <p>Designing, making and evaluating packaging for a gift for a family member</p> <p><i>N/A for Computing link</i></p>	<p><b>Textiles: 2D shape to 3D product</b></p> <p>Designing, making and evaluating a holder/purse/wallet for a friend or relative.</p>
<b>Year 4</b>	<p><b>Electrical Systems: Simple Circuits (incl. Programme &amp; Control)</b></p> <p>Designing, making and evaluating a night light for a brother, sister or friend.</p> <p><b>Science link</b></p>	<p><b>Food: Healthy &amp; Varied Diet</b></p> <p>Designing, making and evaluating a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie</p> <p><b>Science link: Animals incl Humans (teeth &amp; digestion)</b></p> <p>Finished product – English explanation writing (recipe)</p> <p><i>(Cowdray Cafe/Chef?)</i></p>	<p><b>Mechanical Systems: Levers &amp; Linkages</b></p> <p>Designing, making and evaluating a greetings card with moving parts for family or friends</p>
<b>Year 5</b>	<p><b>Frame Structures</b></p>	<p><b>Food: Culture &amp; Seasonality – skills only</b></p>	<p><b>Mechanical Systems: Pulleys or Gears</b></p>

	<p>Designing and making a small-scale bird hide for children to use in the school wildlife area</p> <p><b>Forest School link</b></p>	<p>Designing, making and evaluating a yeast-based snack</p> <p><i>(The Greenhouse? - fruit &amp; veg shop, Midhurst)</i></p>	<p>Designing, making and evaluating a new toy vehicle for children in a particular age range.</p> <p><b>Science link</b></p>
<b>Year 6</b>	<p><b>Textiles: Combining Fabric Shapes (incl. CAD)</b></p> <p>Designing, making and evaluating a belt for garden tools</p>	<p><b>Electrical Systems: More Complex Switches (incl. Monitoring &amp; Control)</b></p> <p>Designing, making and evaluating an electronic toy moneybox for a child. (crumbles)</p> <p><b>Science link</b></p>	<p><b>Food: Culture &amp; Seasonality</b></p> <p>Designing, making and evaluating a yeast-based snack for parents and children participating in the school sports day.</p> <p>Finished product – English explanation writing (recipe)</p> <p><i>(Cowdray Cafe/Chef?)</i></p>